DOCUMENT RESUME

ED 277 878 CE 046 142

TITLE Adult Education in Asia. Courier No. 38.
INSTITUTION Asian - South Pacific Bureau of Adult Education.
PUB DATE Dec 86
NOTE 64p.
PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141) -- Viewpoints (120)
JOURNAL CIT ASPBAE Courier; n38 Dec 1986

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; *Adult Literacy; Adult Programs; *Community Development; Developed Nations; Developing Nations; Disadvantaged; Economic Development; Educational Improvement; *Educational Needs; *Literacy Education; *Nonformal Education; Postsecondary Education
IDENTIFIERS *Asia

ABSTRACT

This journal issue contains a series of papers concerned with exploring the role that adult education can play in developing communities. The first paper, "Major Challenges and Prospect of Adult Education for the Year 2000" (T. M. Sakya), provides an overview of adult education in Asia and the Pacific, emphasizing the vastness of the region, the fact that 63 percent of the total world population live within it, and the rapid change that has characterized this region during the past decade. In the second paper, "The Role of Adult Education in Community Settings," W. M. K. Wijetunga points out that lifelong learning is not new to Asia and draws on his knowledge of Buddhism as an illustration of this fact. He emphasizes that adult education should always be focused on the disadvantaged members of societies with the aim of giving them the means to overcome their situation and gain equality. The remaining six papers were written by adult educators in countries of the region and outline the role that adult education is playing in each of these countries and what each hopes to achieve in the future. The papers are: "The Role of Adult Education in Community Settings--The Japanese Experience" (Makoto Yamaguchi); "Some Aspects of Nonformal Education Development in Indonesia" (Kusumadewi); "Trends in Korean Adult Education" (Korean Association of Adult Education); "Adult Education for the Year 2000, Challenges and Prospects: Thailand" (Sunthorn Sunanchai); "Adult/Continuing Education in Macau" (Lawrence Tsui); and "Chinese Adult Education" (Department of Adult Education, Beijing). A list of organizations involved in adult and nonformal education in Asia and the Pacific is included in the document. (KC)

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ISSN No. 0 814-3811

ASPBAE is associated with the International Council for Adult Education (ICAE)

The ASPBAE Courier is produced at the Centre for Continuing Education, Australian National University, Canberra, Australia.

The **ASPBAE Courier Service** is produced three times a year in April, July and December.

Opinions expressed in the **Courier** are not necessarily those of the Editorial Board or members of the Asian-South Pacific Bureau of Adult Education.

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G.P.O. Box 1225,
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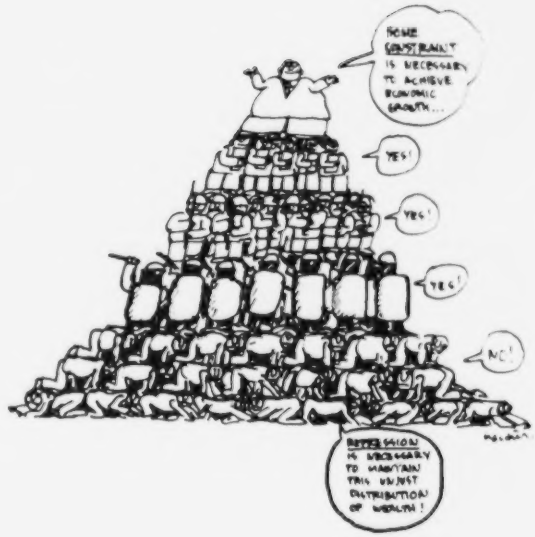

INTRODUCTION

This issue of the Courier, the last for 1986, and the last in this format, includes a series of papers concerned with exploring the role that adult education can play in developing 'communities'.

The first paper by T.M. Sakya provides an overview of adult education in Asia and the Pacific from his perspective as Education Adviser at the Unesco Regional Office for Education in Asia and the Pacific, Bangkok. He emphasises the vastness of the region and the fact that 63 per cent of the total world population live within it. He also points to the rapid change that has characterised this region over the past decade and the role that adult education has played, and should play, to help people adapt to that change.

He discusses the role of literacy as a step on the ladder to helping people adapt to change but points out that this work must be related to the reality of people's lives and is not an end in itself. He goes on to discuss the other aspects of adult education and the need for more research to be undertaken to develop a better understanding of adult learning and methods of teaching. He also argies, as do many of the other papers, that formal education alone cannot cope with the problems facing this region. Formal and Nonformal Education must be linked together to maximise the efforts put into education if real development is to take place. The authors also believe that nonformal education should be receiving a greater share of education funding and support from governments.

Sunthorn Sunanchai argues that governments alone will never be able to meet the demand. Motivation of people to help themselves will be necessary given the large numbers of adults who could benefit from increased knowledge, and the empowerment that this can bring.

Dr Wijetunga, the Secretary-General of ASPBAE, was the keynote speaker at the opening session of the 1986 ASPBAE Region 3 Conference in Macau. The conference discussed the role that adult education can play in the development of communities and following on from that to national development. He points out that lifelong learning is not new to Asia and draws on his knowledge of Buddhism as an illustration of this. He emphasises that adult education should always be focused on the disadvantaged members of our societies with the aim of giving them the means to overcome their situation and gain equality.

He believes that the greatest threat facing humanity at this time is nuclear war. He stresses the important role that adult education can play in bringing people of all nations closer together and helping people to realise that we are all part of one human family whose future is dependent on all of us co-existing in harmony.

The other six papers were written by adult educators in countries of this region and outline the role that adult education is playing in their countries and what they hope to achieve in the future. Despite the differences in political systems and historical background the problems facing our countries are strikingly similar. Colonialism has been a part of the historical background of many countries, often leaving a legacy of neglect and/or inequality.

Many country adult education programs were commenced with the aim of eradicating illiteracy but have since moved on to a wider range of activities that assist people to develop not only as individuals but as productive members of their societies. Sunthorn Sunanchai imagines a future where there is great flexibility of provision and content of adult education that can meet the needs of each and every adult no matter what those needs are. He believes that people should help each other and themselves and not to rely on governments - whose resources must always be limited. If people are encouraged and aided to help themselves he sees no limit to what can be achieved.

At the end of this issue there is a list of organizations which play a role in the coordination and development of adult/nonformal education in this region. It is not exhaustive but contains the names of organizations which are members of ASPBAE or with which ASPBAE has regular contact. If you would like to add to this list further names can be included in the next issue.

Yvonne Heslop

MAJOR CHALLENGES AND PROSPECT OF ADULT EDUCATION FOR THE YEAR 2000

T.M. Sakya
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This paper was presented at the ASPBAE Conference on Adult Education and Mass Media for Civic Education, New Delhi, India, 10-14 September 1985.

Regional Context

Asia and the Pacific Region of Unesco has 31 Member States spread over a vast area from Turkey in the West to Japan and Tonga in the East, U.S.S.R. and Mongolia in the North to New Zealand in the South.

Among the 31 Member States of the Region, four Member States, i.e. Australia, Japan, New Zealand and the U.S.S.R. are developed countries. The other 27 are developing countries. In the developed countries there is a residual illiteracy estimated between 1 and 5 per cent which is a matter of concern to these countries.

The Region had 3,047 million population in 1985 amounting to 63 per cent of the world's population. Of the total population, 417 million (i.e. 13.7 per cent) live in the four developed countries, and the rest 2,629 million (i.e. 86.3 per cent) live in the 27 developing countries. The developing countries are not a homogenous group. Some are developing faster than others.

Profound change is taking place in Asia and the Pacific, affecting all people in the region. Those dynamic forces of change have great bearing on adult education and other levels of education in the Region.

This Region has demonstrated a great vitality in the field of socio-economic development. It is well known that this region has developed from a food deficient area to a food surplus area within a decade.

An Economic and Social Situation Report says:

> It is difficult to predict what the future holds. Certainly macro-economic performance in the region has been better than might have been expected. A number of ESCAP developing countries registered GDP growth rates at relatively satisfactory levels of 4 to 6 per cent during 1984, a considerably better performance than in some other developing and developed regions of the world.[1]

Similarly the urbanization process is very fast in this region. The urban population has increased from 650 million in 1970 to 886 million in 1980. It is estimated that by the year 2000, 43 per cent of this Region's population will be urban.

A new demographic trend in Asia is evident in lower growth rates, although the rates remain high in several developing countries in the Pacific. The decline in fertility in many countries appears attributable to improved literacy levels, better education of girls and women, a rise in the average age for marriage, and the impact of family planning and population education programmes.

Although the absolute annual population increase in Asia is still very large, the declining rate of increase, even when discounted for uncertainty and instability of fertility patterns, is significant. Indeed, the low fertility rates in some developing countries of the region have already led to a reduced demand for primary-school places. This in turn is posing some new administrative problems, such as the redeployment of primary teachers rendered surplus and the conversion of excess school facilities.[2]

Changing Regional Educational Scene

Development of education in the region at all levels has been very significant.

Enrolment figures for the period 1970-1982 reveal at least two general trends in the region. Enrolments at all levels increased in the four industrialized countries and in the developing countries (excluding China, which had wide fluctuations during this period), but the rate of increase slowed down during the latter half of the 1970s - except for a jump in the first-level enrolment in the industrialized countries as a whole. A second notable trend is the gradual decline in the proportion of first level to total enrolment, which merely reflects the more rapid expansion of the post-primary levels.[3]

Universal primary education was first adopted as a goal for the countries of the Asian region in the 'Karachi Plan' (1960), which proposed "that every country of this region should provide a system of universal, compulsory and free primary education of seven years or more within a period of not more than 20 years (1960-1980)...". This target has not been attained, due in part to a more rapid expansion of the population than foreseen in 1960. However, some of the shortfall is attributable to a slackening of the expansion of primary education in the early 1970s, which followed changes in the education and development policies of some countries.

In the last two or three decades, second-level and third-level education have expanded at a much faster rate than education at the first level. In the industrialized countries of the region, secondary education has become almost universal. In the developing countries, the expansion of enrolments has brought to the fore two major concerns - the question of relevance, highlighted in some countries by rising unemployment and under-employment, especially among secondary school-leavers, and the question of quality of education.

One of the important developments in recent yeares, particularly since the mid-1970s, is the evolution in several countries of complementary non-formal education programmes. Many non-formal programmes aim at providing educational opportunities for young people who were bypassed by the formal system; for example the Equivalency Programmes of Thailand, Viet Nam's Complementary Education Programme, China's Spare-time Primary Schools' Programme. Non-formal programmes may involve adult learners also, and range from post-literacy programmes (e.g. Indonesia) to skills development and production-oriented adult education programmes, such as the Republic of Korea's Saemaul movement. Unfortunately, reliable data on the number of people involved in non-formal programmes are not yet available in most countries of the region.

Problem of Adult Illiteracy in the Region

The great civilizations and rich cultures of Asia and the Pacific Region have always equated illiteracy with ignorance and considered it abhorrent to the dignity of mankind. In spite of this historical background however, the Asia and Pacific regions have remained a major seat of illiteracy for centuries.

In 1985, three quarters of the world's illiterate population of 15 years and above lived in this region. In spite of impressive growth of schools and colleges, the problem of illiteracy has not yet been solved. Actually, the number of illiterates (15 years and above) has been increasing, from 537 million in 1970 to 618 million in 1985.

But the rate of illiteracy has decreased slightly from 46.4 per cent in 1970 to 36.3 per cent in 1985.

These statistics show that at present the rate at which people are gaining literacy in this region is outstripped by the rate of population growth. At the same time a very high number of dropouts in the primary schools is adding more people to the pool of illiterates.

It is clear that if illiteracy is to be eradicated in the Region by the year 2000, the increase in the literacy rate must increase far more rapidly than the increase in population.

Regional aggregates, however, disguise the very large differences among the countries and the very significant progress achieved by many of them. According to the rate of literacy, the developing countries of the region could be categorized into the following three groups.[4]

1. **Eleven countries have achieved 80 per cent or higher literacy rates.** They are Democratic People's Republic of Korea, Maldives, Mongolia, the Philippines, Republic of Korea, Samoa, Singapore, Sri Lanka, Thailand, Tonga and Viet Nam.

2. **Six countries have achieved 50 per cent to 80 per cent rates.** They are Fiji, China, Burma, Indonesia, Malaysia and Turkey.

3. **Seven countries have less than 50 per cent literacy rates.** They are Afghanistan, Bangladesh, India, Iran, Nepal, Pakistan, and Papua New Guinea.

Problem in Primary Education and Problem of Out-of-School Children and Youths

The problems of primary education in many countries have direct linkages with the problem of illiteracy. According to data, most of the countries in the region have achieved more than 85 per cent gross enrolment in the primary schools, but the countries have found that the gross enrolment rate is not a sufficient indicator of universal primary education and they have broadened the definition of universal primary education to include universal retention and universal achievement.[5]

Dropout is a serious problem in many countries in the region. Available data on dropout rates show that some countries have as high as 80 per cent dropout rate in the primary schools. More than 23 million children dropped out each year before reaching grade four at the end of the 1970s.

Similarly there was an average of 10-12 per cent grade repetition in many countries in the region at the same period. Those who repeat grades are also ones most likely to drop out of schools. Some studies have shown that children who drop out before completing four years of primary education have a strong tendency to lapse into illiteracy.

Achievement level of primary school children is also a matter of great concern for many countries in the region. Assessment studies have been made of the outcomes of the primary school system in Australia, Malaysia, Nepal, the Philippines, the Republic of Korea, Sri Lanka, Thailand and in some States of India. In almost all cases, the level of achievement of the children has been found less than satisfactory.

It is obvious that the primary education system in many developing countries has not been able to provide education to all the children and youths in those countries and as a result a vast number of children and youths are not in school. In 1982, more than 350 million children and youths between 6-23 years of age were out-of-schools amounting to 58.8 per cent of the total population of this age group.

The children who are out of school today will grow up to be adult illiterates in the future and the children with incomplete schooling will also become semi-literate or functionally illiterate, if literacy and basic education opportunities are not provided for them now.

The education and training of out-of-school children are vitally important because of their potential contribution to national development and their individual development. Many countries in the Region have come to realize the problem. They are organizing nonformal education for out-of-school children and youths but the attempts are not enough yet in many countries to tackle the problem effectively.

It is now quite evident that there is a very high degree of correlation between primary education and literacy. A number of studies have shown that level of education of the parents has significant influence upon the children. That is why all available data show that where there is a severe adult illiteracy problem, the primary education could not make satisfactory progress. Needless to say, where adult illiteracy continues to increase there primary education is weak.

An effective strategy to eliminate illiteracy requiring both primary education and literacy programmes should be implemented in a co-ordinated and integrated

manner. The Chinese call it "walking on two legs".

Adult Education in the Region

Adult education is normally developed to meet some socio-economic and educational need of societies and countries, and it is quite natural for such vast region as Asia and the Pacific that adult education programmes are marked with diversity rather than uniformity. This diversity is even apparent in the terminology and definition of adult education. Such terms as adult education, non-formal education, continuing education, social education, mass education, workers/peasants education, or complementary education are used in various countries with different definitions and connotations.

While acknowledging the vast range of diversities in the scope and nature of adult education programmes, the Regional Seminar on Adult Education and Development in Asia and the Pacific (Bangkok, 1980) attempted to classify them into the following four broad categories:

Programmes addressed to:

survival needs
growth needs
remedial needs
anticipatory needs

Some Trends and Problems in the Development of Adult Education

Those countries which still have serious problems of illiteracy are giving priority to the eradication of illiteracy under their Adult Education Programmes, but those countries which are reaching the threshold of universal literacy are more concerned with the provision of continuing and lifelong education to meet the growth needs for enhancement of production capability, for improvement of home and family life, for greater civic participation and ultimately for the overall development of the individual, the family, the community and nation. The programmes include training for improved farming, vocational training or retraining of unemployed and under-employed youth, skill and management training for factory and workshop workers and self-employed workers.[6]

A major problem confronting adult educators in many developing countries is how to overcome the latent inertia that hinders the acquisition of new knowledge, skills and attitudes. In several countries strategies to motivate adults by relating adult education to felt needs has become an area of considerable interest. Since needs and problems are closely tied up with social, economic and environmental factors, efforts are being made to conscientize them to become critically aware of their situation and thereby set in motion a process by which the adult learners become self-reliant and acquire mastery over their own lives.

Planning and Governance of Adult Education

Countries in the region differ significantly with regard to the policy planning, organization and management of adult education. In several developing countries, educational planning including adult education is clearly linked with development planning. The least developed countries and those with a predominantly illiterate population recognize literacy as a major factor in socio-economic progress and consider adult education/functional literacy as a means for rural development or national development, to alleviate rural poverty.

Some countries with a high literacy rate in Southeast Asia aim at spreading educational opportunity to everyone to be productive and responsible citizens. The socialist countries of the region define adult education clearly within their development plans. However, the link between adult education and development planning is more obscure in many of the industrially developed countries.

While in all the socialist countries and many of the developing countries, adult education comes under the direct responsibility of the government, either as an integral part of educational administration or as a separate organization, department or directorate, a few countries leave adult education largely to the non-government sector, for example, Australia and New Zealand. Many countries are situated between these two opposite patterns, namely central government, local government and non-government sectors assume responsibility, although the coordination among them is not evident.

Problems which pertain to practically all countries in the region are coordination - between school education authorities and adult educational agencies, between various development agencies and those responsible for adult education. Even in those management systems where the responsibility for school education and adult education rests with the same agency, the close coordination of the two is not evident. With the exception of a few countries, adult education is not enriched by the contributions which various development agencies could make to such programmes, and conversely education of the beneficiaries of the development programmes, while lip service is paid, is seldom undertaken in a coordinated manner.

There is an urgent need to develop a systematic overall adult education plan at national level on one side and to establish a close and effective link between adult education and other development programmes.

An increasing awareness of the importance of adult education is evident in many countries but resources made available to it by governments are extremely limited. While the data on financial provisions for adult education are not readily available, the analysis of limited data already shows a striking disproportion of the provision for adult education compared to the budget for school education. In many countries, the allocation for adult education is less than 1 percent of the total education budget. Of course, this does not apply to those countries where adult education is largely left to non-government sectors or to those socialist countries where no separate data is available for the budget of school and non-formal education and the funds come from trade unions, factories and cooperatives, as well. Major projects in adult education in developing countries are often assisted by the international agencies such as the World Bank, Unesco or by bilateral donors.

Personnel and Training

Adult education programmes in Asia and the Pacific employ many part-time and voluntary workers in addition to full-time adult education officials and specialists in the governments and other bodies. Some of the full-time adult education workers are trained at universities and colleges, but the majority of part-time and voluntary workers lack appropriate educational background and training. School teachers are often used as the agents of adult education but it has proved that school teachers cannot function effectively without appropriate training in dealing with adults and also without adequate incentives. There are many short-term training courses by government departments/directorates,

resource centres etc. but more systematic schemes of training are generally desired. The training programmes and courses at universities and colleges are not adequately developed yet and there exists only a handful of institutions which offer courses on adult education.

However, there are already some specialized institutions to train different adult education personnel in Asia. They are, for example:

The Directorate of Adult Education, National and State Resource Centres, India.

National Learning Activities Development Centres (BPKB) in Indonesia.

Allama Iqbal Open University, Pakistan.

Regional Non-Formal Education Centres, Thailand.

National Social Education Training Institute, Japan.

Curriculum and Materials Development

For deciding curriculum, study of the specific clientele group's needs and problems is essential, but the lack of curriculum development methods suited for various types of adult education and the inadequate training of personnel in curriculum development are considered as serious problems in the region. Research and studies in curriculum development including methods of teaching need vigorous attention at the country level as well as at the inter-country level.

Although there are some attempts to make curricula flexible, based on learners needs and problems, such flexibility is not so common in the learning materials for adult education. Most of the countries use mainly textbooks in adult education programmes, non-book materials like posters, pamphlets, charts, etc. are used to a lesser extent, and often without well thought-out design.

Since adult education reading materials have no big market in many countries, private publishers have not taken much interest in this field, and there are not enough good writers for adult education.

Development of professional support materials for different types of professionals working in the field is another area which needs urgent attention. Curriculum development specialists, materials writers, planners, advertisers, researchers and instructors face the shortage of resource materials. In many countries documentation and clearinghouse services devoted to adult education are not available.

Monitoring, Evaluation and Research

The countries in the region are showing increasing interest in monitoring, evaluation and research in adult education. There is, however, some confusion in evaluation because of misunderstanding among many programme implementors that evaluation means fault finding. There is also an unending argument over relative merits of formative evaluation, summative evaluation, internal evaluation and external evaluation as if they are distinctly separate types of evaluation. Another basic problem is that some programme's objectives and goals are not stated in measurable terms to carry out objective evaluation. In any case monitoring and evaluation are far from satisfactory at present partly due to the lack of trained personnel but mainly due to the absence of adequate infrastructure.

The adult educators are becoming more aware now that adult education needs more research backing to solve some of its fundamental problems and to develop better understanding of adult learning behaviours and methods of teaching adults. The problem in research is that the adult education programme managers lack expertise to undertake research studies and they are not enlisting co-operation from the experts in the universities to undertake researches. The universities and other research institutions do not take much interst in research activities related to fundamental problems and issues in adult education due to the lack of understanding of the problems on the one hand and lack of funds on the other.

Prospect of Adult Education in the Region

The Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning and the Fourth International Conference on Adult Education were emphatic in recommending the eradication of illiteracy among adults as the first priority in Asia and the Pacific.[7]

Eradicating Illiteracy in the Region

Literacy is now universally recognised as a basic human right and a liberating force for the individual as well as being essential for national unity and for national development. Policy declarations and planning documents of all the Member States in Asia and the Pacific accept it as such.

The countries also agree that illiteracy is not an independent phenomenon. It is intimately associated with political and socio-economic problems of the countries. Hence political leaders, economic planners and educationists of the Member States have expressed support for the eradication of illiteracy.

The urgency for the need to eradicate illiteracy was fully reflected in the discussions of the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning. The third session of the Advisory Committee on Regional Co-operation on Education held in Bangkok on 15-18 March 1985 immediately after MINEDAP V had enumerated a series of steps towards developing and implementing the Major Regional Literacy Programme in the Region.

National Literacy Situation

The groundwork for the preparation of the Major Regional Literacy Programme has been provided by the National Studies of Literacy Situation prepared by the Member States which have illiteracy problems, in co-operation with Unesco. So far thirteen countries, i.e. Afghanistan, Bangladesh, Burma, China, India, Indonesia, Laos, Maldives, Nepal, Pakistan, Philippines, Viet Nam and Thailand have conducted national studies. These national studies include their plans for eradicating illiteracy within the century. Ten National Studies have already been published.

Almost all countries which have submitted National Studies of their literacy situation have stated that they have planned to eradicate illiteracy by the year

2000. Only two countries said that it will be difficult to do so. On the basis of these National Studies and other information the Member States of the Region are classified into the following three groups.[8*]

Group A: Full Literacy achievable by 1990 or earlier

Burma, Malaysia, Thailand, Sri Lanka, Mongolia, Singapore, Republic of Korea, Philippines, Maldives, Fiji, Samoa and Tonga (7 per cent of the region's population).

Group B: Full literacy achievable by around 1995

China, Indonesia, Viet Nam and Turkey (44 per cent of the region's population).

Group C: Full or high levels of literacy achievable by around the year 2000

India, Lao PDR, Pakistan, Bangladesh, Bhutan, Afghanistan, Iran, Papua New Guinea and Nepal (34 per cent of the region's population).

* Due to lack of information, policy about literacy of some countries has not been included in the list.

Developing Effective Strategies for Eradicating Illiteracy

A panel of literacy experts which met in Bangkok in 1983 (21 November to 2 December 1983) had analysed the facts and information provided in the National Studies of Literacy Situation of the Members States and it had suggested a number of possible strategies for the eradication of illiteracy in Asia and the Pacific.

The analysis of the National Studies has revealed that determined and sustained national literacy efforts have succeeded to reduce illiteracy drastically within five to ten year periods in many countries in the region in spite of many social and economic constraints. On the contrary, the literacy programme of some countries has failed where such determined and consistent efforts were missing.

The literacy experts now generally agree that each country should develop strategies suited to its needs and its political and socio-economic realities. However, there are certain strategies which could contribute significantly to the success of national literacy programmes.

Adult Education to Support Socio-Economic Development in the Region

As discussed earlier, changes and development are fast and pervasive to all countries in Asia and the Pacific. All countries in the region, both developed and developing are attempting to improve their education systems to cope with the fast changing technological and socio-economic situation and to meet new challenges of the future.

In Japan, the scientific and technological innovations, industrialization, urbanization, prolongation of average life span, decrease in birth rate, expansion of communication media and means of transportation have brought extreme changes and the people are facing various new problems of life and they are demanding lifelong learning arrangements.

> The Japanese people began to feel that the personnel equipment gained in formal schooling is not sufficient to cope with such divergent problems and a rethinking of education becomes an ever increasing necessity.[9]

In the Republic of Korea also new changes and development have brought fresh thinking on lifelong education.

> Unlike the early 1960s non-formal education as practised in the Republic of Korea consisted of mass literacy campaigns, civic education, agricultural extension study and adult education, mainly conducted by NGOs. As the successful execution of the economic development plans from the early 1960s brought about remarkable changes in Korea's political, social and economic environment, however, it became increasingly apparent that formal school education alone was inadequate and some form of lifelong education would be needed to prepare each individual to cope with the modern pace of life.
>
> As a firm legal base the New Constitution revised in 1980 provides for the promotion of lifelong education as a fundamental human right (Constitution, Para 5 Article 29).[10]

Australia trys to meet current educational needs through adult education.

> Adult education needs in Australia are met by a variety of agencies, this being the only means of providing the range of topics with the various levels of expertise demanded. Thus universities, colleges and agricultural extension services, as well as health education agencies and a variety of others, are involved in the provision. The smaller towns referred to are not large enough for these agencies to establish a permanent base for their work.[11]

In Indonesia and Thailand, the non-formal education system is progressing side by side with the formal education system to meet the 'only chance' and 'second chance' of youths and adults.

Although eradication of illiteracy is still a big challenge in many developing countries in the region, there are some very important issues which are demanding serious attention towards the fast development of non-formal and adult education activities.

One such issue is that the formal education system has not been able to meet demands for more education by the youths and adults. In order to cope with such demands, non-formal education methods have been developed in many countries; distance teaching, open teaching, correspondence courses, spare-time education, continuing education centres are some of the non-formal education methods devised to cope with such demands as supplementary and complementary to the formal education system.

But the problem with such non-formal education systems is that they are seen as less prestigious and second rate education systems to the formal education systems. There is a sense of dissatisfaction, that youths, who get education in such a non-formal system cannot get prestige and privilege equal to the youths

who graduate from formal education creating social division and social classes. That is why some sociologists say that non-formal education is an attempt to cool-off the demand for more education by the poor youths, reserving the formal education for the children of elites in the society.

It is urgent that the countries give serious attention to the non-formal education system so that they do not become a second-rate system and the graduates from the non-formal education system receive equal treatment in the job market and in society at large.

A second issue is the question of relevance of formal education. Many youths and adults find that what they have learned in the schools and colleges do not make them fit for many of the jobs offered in the prevailing job market. Many school and college graduates have to compete for a few jobs suited to their qualification. In order to make youths employable, many countries are operating youth training and retraining centres like trade schools, vocational educational classes, technician training schools, rural development courses, youth training centres, self-employment development schemes etc.

However, most of them are ad hoc and seen as crash programmes.

Unemployment of youths is a very serious problem in many countries. There are many reasons for this, but structural deficiency of the education system is one issue which needs serious thinking in many countries and this may be remedied through better education plans and policy relevant to socio-economic development plans integrating formal and non-formal education activities.

The Fourth International Conference on Adult Education (Paris, March 1985), thus noted that,

> quantitatively speaking, adult education had, on the whole, remained stable or had even developed. Whether in respect of the number of adults enrolled, the variety of programmes, the number and variety of bodies responsible in one capacity or another, and sometimes the magnitude of the efforts made, adult education had continued throughout the world to be prominent among the educational measures taken in the various societies and must now meet three challenges: it must go hand in hand with technological change, serve as a means of eradicating illiteracy and help to solve the major problems of our times.[12]

This development is due, at least in part, to the fact that adult education is regarded as one of the pre-conditions necessary in order to cope with the upheavals connected with the rapid advances in science and technology, making it possible to overcome some of their most serious and most harmful effects like mass unemployment, which is rife in many countries. The economic, technological and social changes that have occurred or become more pronounced since the Tokyo Conference thus seem to have led to the outline of a new view of adult education.

As scientific and technological development is proceeding at a faster pace than workers can obtain qualifications, one finds for instance that there has been vastly greater recourse in recent years, especially in the highly developed countries (but also in some developing societies), to different types of vocational training, thus facilitating changes in branches or types of employment and hence facilitating the horizontal and vertical mobility of the labour force.

The concern in most cases is not with retraining in the narrow sense but rather with a form of training that takes the human dimension into account, in other words, that does not reduce the persons undergoing training to mere automatons. On the contrary, the training is frequently directed at the many and varied facets of the human being, tackling the broadest aspects of the subjects dealt with, concerning for instance the dangers as well as the advantages of certain technological and scientific changes currently being introduced.

The Fourth International Conference on Adult Education identified the following four functions of adult education:[13]

> Literacy and the grasp of basic language
>
> The reduction of inequalities due to imperfections in the education system.
>
> Further vocational training and retraining.
>
> The development of creativity and participation in cultural and political activities.

Those functions vary in importance and in their respective roles from one country and one historical period to another. In the industrialized countries adult education is formed as continuant with school education. In the developing countries it is supplementary and alternative to school education. One of the most important conclusions of the Fourth International Conference on Adult Education and the Regional Consultation Meeting held in Bangkok on 24-27 May 1983 is that the national education policy and plan of the countries should aim at total human resource development in the context of socio-economic changes and development. The national education policy and plan should adopt an overall approach integrating formal and non-formal education systems as supplementary and complementary to each other.

As the countries in Asia and the Pacific prepare themselves for the 21st Century they are looking into the role and function of education for total development of individuals and societies. In the process of rethinking of education the educationists, development thinkers and common people have to take up the challenges and opportunities to look at total human development through all types of education process and methods.

Here the difference between school education and adult education should vanish and new approaches should emerge.

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THE ROLE OF ADULT EDUCATION IN COMMUNITY SETTINGS

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This paper was the keynote address delivered at the Asian South Pacific Bureau of Adult Education, Region 3 Conference, Macau, 29 October - 2 November 1986 on the Role of Adult Education for the Development of Communities, organized by the Macau Association for Continuing Education.

The terms 'Adult/Continuing Education' may lend themselves to many definitions, but the common denominator for all these definitions would be the community, in one form or another. Adult Education, with all its diversity in goals and objectives, methods, participants and practitioners, would still represent the needs, aspirations and potentialities of communities of individuals and groups. The term 'community' itself would include broad categories of individuals and groups, while in special circumstances 'community' would mean special groups, with special needs. In that context the role of adult education may differ from group to group, requiring diversity in goals and objectives, in methodologies, and in organization and implementation. Under all circumstances however, there will be the fundamental need for resources, training, and a considerable degree of professionalism.

Formal education is being increasingly recognised as being primarily concerned with the development of human resources and the same would hold good for adult education. The role of adult education is not only to impart knowledge and skills, but also to change attitudes, to generate social and economic mobility and well-being, to promote cultural and spiritual development, to inculcate right values, to enable people to understand their own situations, and to mobilise and empower them to seek their liberation from such conditions. Adult education should also concern itself with the quality of life. All this in essence is not new to us in Asia, specially those in S.E. Asia, who also have been influenced by the teachings of the Buddha, in some form or other. The 'Bodhisatva' ideal which is most prevalent in S.E. Asia recognises the potential of all human beings to develop their human resources to the ultimate, till one reaches the final state of perfection, or Buddhahood. In Buddhism it is the ultimate achievement of human mind and spirit. It is a continuum, which progresses in stages towards the ultimate realization, not in one life cycle, but in countless lives, in one's sansaric existence.

Education in Asia has always been considered as a continuous process, with different emphasis during different periods of worldly life. In the ancient and traditional sense one's education would begin at the very conception of the child, when the potential mother would be exposed to such knowledge, attitudes and practices to suit her condition. With the birth of the child, the process of education or socialization will commence, followed by formal education in language skills, life skills, and moral education, or dharma. From the very beginning education takes a holistic approach, so that one would acquire knowledge, skills, training and attitudes which will stand in good stead throughout this life, and will even benefit in the next life. Material and professional advancement form part of material existence of youth and early adulthood. Early education itself is a preparation for marriage and family life.

As one advances in years, from adulthood to older adulthood, one is expected to be less preoccupied with material concerns, and be more concerned with spiritual advancement, eventually leading to a state of renunciation. This of course was the ideal, being the endless pursuit of knowledge, of perfection, and ultimate liberation of the 'self' from worldly existence.

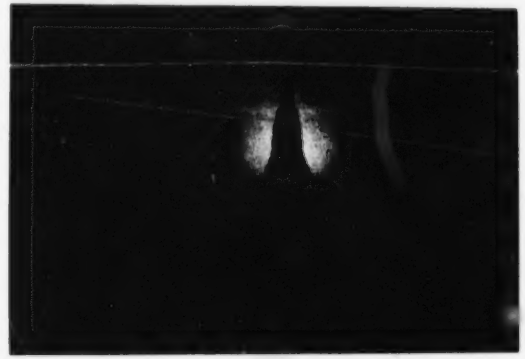
The world today is a much more complex place than in ancient times, and in such a situation we may have to find new meanings and new relevance for old ideals, and the ways and means of their realization. For example, ignorance remains for all times a vital area of concern. Illiteracy is only one aspect of ignorance. The unprecedented explosion in knowledge would even make the literate ignorant of many things. This places a heavy responsibility on adult/continuing education to design and devise ways and means of not only eradicating illiteracy, but constantly filling the gaps in knowledge, and other forms of ignorance. Much of Asia in particular, is in an ever increasing grip of illiteracy, low productivity, unemployment and under-employment, over population, and many other social and economic evils. There is much disparity between men and women in terms of all these social and economic disabilities, with women making up the more disdadvantaged segment. A recent report from China focuses attention on some aspects of such disparities. According to this report over 100 million rural people are being trained, over the next five years, in an intensified effort, to bring prosperity to the Chinese countryside, thereby removing large disparities in development across China, as manifested by low productivity, lower standards of life, persistence of ignorance and superstition, and lack of motivation among women to work outside the home. This massive effort is aimed at the introduction of science and technology to the rural areas, to give the young people one or two occupational skills in agriculture and industry.

Social and economic disabilities often place the disdadvantaged groups in vulnerable situations. They may be considered dispensable in international financial and developmental circles. They may be despised by their own 'betters'. In such a situation, it would be incumbent on adult education to mobilise the weak, and the oppressed, to make them feel strong and aware of their own potential, to make them conscious of their own situation, the causes which have created their condition, the need for, and the ways and means of overcoming their condition. This would require adult education to play a more activist role than the usual catalystic role. Education should lead to organization, mobilization and positive action.

People all over the world are confronted with many evils. Drugs, deadly diseases, total destruction of the environment causing ecological disasters, breakdown of the traditional social fabric, exploitation of fellow human beings by others for financial and other gains, are a few of these widespread abuses. These abuses cannot be overcome with education alone. They require the total mobilization of the people, organizing them to take control of their own destinies. In 1984 we were mute witnesses of the Bhopal disaster, when thousands of innocent people, including infants and children, had nowhere to run or hide. More recently we saw the tragedy of Chernobyl, which left large areas desolate, thousands homeless and many exposed to imminent death, or debilitating diseases causing eventual death. Much of Africa also has been the scene of famine and human desolation, partly as a result of human greed, overpopulation and over exploitation.

The greatest threat to humanity, as well as to all life on earth, is the constant threat of nuclear war. At no other time in the history of human existence has the world faced such a threat of total destruction. Concerned scientists have estimated that it would take only six minutes for the two largest nuclear powers to destroy the world. Undeterred by such gloomy forecasts, ever increasingly the superpowers are perfecting the means of total destruction of their rivals, while deluding themsleves with the thought that their own defences would save them from such a catastrophe. When one hears all the rhetoric expressed by the superpowers, one begins to wonder who is more ignorant - the so-called illiterates, or their opposites. In many countries adult education is in the forefront of peace movements, no doubt not very effective at the moment, but nevertheless having the potential to stem the tide and turn back the juggernaughts of destruction, if all concerned people, all over the world, can be mobilised into a common front. An effort in this direction, small no doubt, was recently reported in the **Guardian**, when hundreds of families from three villages in Bedfordshire, in England, organized themselves and successfully prevented an attempt to dump nuclear waste in their neighbourhood by the nuclear industry.

According to Buddhist cosmology the world will see twenty nine Buddhas, with the last still to appear being appropriately called the Maitri (Maitreye) Buddha. 'Maitri' means loving kindness, and compassion, not only for humanity, but for all living beings. Perhaps Maitri Buddha is only a symbolic representation of a moral and spiritual cosmic force that is needed to overcome the almost invincible forces of evil, greed, hate, violence, inhumanity and destruction. Adult/continuing education should no doubt play an important role in the birth and triumph of this moral and spiritual cosmic force.



THE ROLE OF ADULT EDUCATION IN COMMUNITY SETTINGS - THE JAPANESE EXPERIENCE

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The Development of Adult Education in Community Settings or Community Organizations

Adult education in Japan after World War II has involved a constant undercurrent of community organization. For the period of 1945-52, Japan was under the occupation of the United States of America whose policy was to transform Japan to their model of democracy.

At local level it meant democratic community organization. The guidance given by the Occupation Authority in Adult Education was based on the theory of group-work and great importance was placed on the need to ensure equal access to each stage of the decision-making process. This approach to adult education was presented in **The Method of Adult Education**, published and distributed by the Social Education Bureau, Ministry of Education in 1951.

At that time, the centres for learning how to build democratic communities were the citizen's public halls (Komin-kan). They were designed to be the place where people could meet together with the aim of improving the quality of their lives, nurturing citizens capable of making a positive contribution to the public interest of community.

For further promotion of social education, including adult education, the Social Education Law was enacted in 1949. The central part of the education policy was then occupied by community-based adult education, its educational programme being closely related to the inhabitants' needs in municipalities. The fruitful outcome of this education could be ensured only by learners' being self-motivated to study independently. Even at present, Japan's adult education has been developing with the citizen's public halls. They currently number 17,520 throughout the country (1984).

The high rate of economic growth, which started in 1955, has not always helped democratize and modernize the communities or lead to the construction of new communities. On the contrary, it resulted in increasing urbanization, workers, particularly young ones, flowed into the cities, the nuclear family was born and great changes in the social environment resulted. The links between community inhabitants were weakened - the disintegration of rural communities began. Such rapid economic growth caused imbalanced development due to air pollution, water contamination, traffic congestion and so on, and made inhabitants feel uneasy about the continuance of their life. They started a movement towards the protection of their life.

In response to this movement, the Government came forward with its social development policy instead of its economic development policy. In 1969, the Economic Planning Agency of the Government of Japan made public **The Restoration of Humanitarianism in Community Life** and suggested that the new communities must be groups of people built and maintained on the basis of the inhabitants' motivation and responsibility, aiming to meet their diverse needs and realize their dreams and ambitions.

The Ministry of Home Affairs announced its idea of **The Model Communities** and larger blocks of municipalities were formed and each administrative zone expanded accordingly. This resulted in the community inhabitants' sense of isolation diminishing. The model community was a planned reorganization replacing the old neighbourhood association of villages and towns. It aimed at re-establishing community spirit and improving living environment by encouraging self-government. The Ministry set up community centres to provide the community with the opportunity to learn about community affairs and also to train the community leaders. There are 1,962 (1983) community centres throughout the country.

In the social education administration, the Ministry of Education has introduced the concept of lifelong education into the proposed educational programme, aiming to promote, in a positive manner, the learning of matters related to people's actual life in the community, including education and welfare, and to develop self awareness through voluntary activities. The education programme was aimed particularly at housewives who now have increased leisure time due to changes resulting from the high rate of economic growth. The aim is to develop women's ability and to enable them to participate to a greater extent in community activities.

The educational programme for housewives consists of a training course in women's voluntary activities with supplementary field work for those who finish the course. This involves making an on-the-spot study of voluntary activities. What is worth noting here is that the voluntary activities provide the opportunity for volunteers to participate in community organization, and develop sufficiency and self-awareness. The activities are considered to be of help in enabling volunteers to develop and utilize their abilities.

The Agency for Cultural Affairs, Government of Japan, proposed that cultural activities closely related to the people's daily life be integrated into the community project. It aimed to encourage the organization of cultural activities by people still living in the community, in order to strengthen friendly relationships and establish cultural identity. An idea for cultural activities in the region was introduced, in which the aged, with knowledge and experience, and the housewives willing to be of service, participate in activities. They function either as leaders, motivated by goodwill, or as experts in arts and culture, making a contribution to the development of these activities in their own community. It may as well be said that now the time has come for the society in which its members are tied with each other vertically to change to the one in which they are tied with each other horizontally.

Present Situation of Community Education

As previously stated, just after World War II, adult education in Japan adopted an important role in the building of a new democratic nation. The high rate of economic growth secured comfortable amenities and community organization, which realized the aim that "all people shall have the right to achieve the minimum standard of wholesome and cultural living" mentioned in Article 25 of Japanese Constitution. Accordingly, the concept of community education in Japan can be said to be one of educational activities integrated with community organization and community action, the following presents the current state of activities, which includes:

education for inhabitants on their awareness of being members of the community

education to improve their ability to self govern

education to establish a network providing information on opportunities for learning these activities and practices

Education for Inhabitants on Their Awareness of Being Members of the Community

A community is a local group in which people live and maintain family life, sharing in the benefits or disadvantages of the same living environment. In this community, a person is expected to take a stand on self-independence, rights and responsibilities and to participate with common feelings and aims toward the goal of common community. That is, community education must be conducted in such a way as to help individual inhabitants become independent, socially minded men and women in the community. To that end, education must first help each learner to know, as a living entity, the problems of their permanent living conditions and community, and to become aware of the necessity of learning how to solve them, and then to start self-motivated activities of learning.

Programmes:

To help people living in communities strengthen their consciousness of being dwellers within the community by letting them have access to traditional culture or participate in cultural activities with greater initiatives on their part.

To provide people with the opportunities of having personal contact with many other people living in the same community and thus removing prejudices.

To provide people with the opportunity of learning the actual state of the community through visits to factories in the community.

To have sympathy and understanding towards others and to gain insight into the effects of one's attitude on them and to establish new relations with others - desirable human relations.

Education to Improve Their Ability to Self-Govern

The responsibility for building the community is now being shifted from facilities and institutions to people. The facilities and institutions are the organizations rendering assistance to people's activities and providing the resources for the activities. People have to voice their opinions and to act in a positive manner.

Programme:

How to communicate with others one's views and opinions in a clear and exact manner (learning of formal speaking and official writing).

In order to participate in community planning, inhabitants must send as many representatives as possible to take part. These representatives must know how to set up and organize a special committee and to that end, must be prepared to learn the necessity of prior consultation, ways of speaking and preparing materials, and follow-up activities.

To learn how to conduct group surveys and identify the needs of the community, to find where problems lie, discuss what ought to be done and put into action the findings of the surveys.

To increase support and participate in activities to help people gain knowledge and skills necessary for public relations activities, such as writing, speech-making, printing, use of word processors etc.

How to participate in community service or voluntary activities with knowledge and skill.

How to establish a network of information and activities through close contact with voluntary organizations other than the one to which they belong, working together towards common objectives.

Problems

Now the Japanese economy has entered a period of continuous growth and the percentage of aged people in the population has increased, tax and other social burdens have become greater. Under these circumstances, it has become of great importance to review the role of public administration as well as to demonstrate how social participation could play a vital new role in building a creative and stable society.

The present day is said to be the age of **local community and culture** in Japan. Inhabitants have become more conscious of **man's mind** than of **things**. They are turning their face from materialism in order to enrich their own life in terms of its quality. Meanwhile people are becoming aware of themselves as the builders of the community.

Community members consist of not only adult men and women and the aged people, but also children and handicapped people. Everyone is encouraged to recognize all these people as community members. Education activities should integrate these people's needs into learning programmes and community activities, leading to full social participation.

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SOME ASPECTS OF NONFORMAL EDUCATION DEVELOPMENT IN INDONESIA

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This paper was presented at the ASPBAE Region 3 Conference in Macau, 29 October - 2 November, on **The Role of Adult Education in the Development of Communities.**

Introduction

Indonesia, which was under Dutch colonial rule for more than three and a half centuries before she succeeded in regaining her independence on August 17, 1945, is an archipelago consisting of 13,650 islands, nearly half of which are uninhabited. This archipelago forms a crossroad between two oceans, the Pacific and Indian oceans, and a bridge between two continents, Asia and Australia.

There is a greater wealth of ethnic diversity in Indonesia than perhaps anywhere else in the world. More than 300 ethnic groups and about 365 languages co-exist here, although Bahasa Indonesia, the national language, is spoken everywhere.

The population of Indonesia is the fifth largest in the world, after the People's Republic of China, India, Soviet Union and the United States. According to the latest population census held in 1980, Indonesia's population was 147,490,298. At the end of 1985 this number is estimated to have increased to 165,153,600. Indonesia has a policy of reducing both the birth and death rates The latter through an improved standard of living for the people. In terms of geography, 61.9 per cent of the population live on the Island of Java which constitutes only 7 per cent or roughly 735,000 square miles (1,904,000 square km) of Indonesia's territory.

In the field of education, Indonesia's 1945 Constitution states that the objective of Indonesia's independence is to promote the intellectual life of the nation, where every citizen is entitled to obtain education, and the government is to provide the one national education system and to promote national culture, based upon the philosophy of Pancasila. Within this context, Indonesia's development plans in education have been focusing on bringing this vast and diverse population to an acknowledgement of belonging to one nation, to a feeling of safety and prosperity, and to a possession of the human and physical resources necessary for urban and rural development. Thus, education has been, and will continue to be, the key element of the development process of the nation.

Nonformal Education

Like that of any other nation, the education system of Indonesia can be divided into two complementary subsystems: the formal education system, encompassing formal schools from kindergarten to university; and the nonformal education system, encompassing less than one year courses, learning groups, apprenticeships and self-study at home and in the community.

Within the structure of the Ministry of Education and Culture of the Republic of Indonesia, the Directorate of Community Education or **Direktorat Pendidikan Masyarakat**, abbreviated as PENMAS, has been given the task to set and carry out a program for the promotion of community education. The program encompassing the development of primary education and proficiency is directed to providing members of the community with study opportunities, in order that they may be able to acquire a decent means of living. The target population is those members of the community aged 7 - 44 years who have never been to school, who failed to complete their studies, who have completed their studies at a given school but do not have the means to continue, or those who wish to acquire more knowledge and proficiency.

The implementation of the program embraces the following five main activities: (1) combatting the three 'blindness', namely illiteracy, or inability to read and write Latin alphabet and figures, inability to speak Indonesian as the national language or inability to enjoy primary education; (2) stepping up the number and improving the quality of study programs for participants to enable them to earn a reasonable living; (3) enhancing the development of study groups, social organizations and nonformal educational institutions as part of the national education system; (4) promoting the nonformal education subsystem; and (5) stepping up the community's eagerness and ability to participate in nonformal educational activities.

During REPELITA IV, the fourth Five Year Development Plan (1984-89) the program is to cover 17,000,000 people, comprising of 12,300,000 community members aged 7-44 who are illiterate, and 4,700,000 aged 13-29 who can read, write and compute, through vocational institutes established and run by community members (Pendidikan Luar Sekolah Yang Diselenggarakan Masyarakat, abbreviated as PLSM).

The Total PENMAS System

The cornerstone of the PENMAS system is the **Program Kejar Paket A.** The shortened word **Kejar** is derived from two Indonesian words **bekerja** meaning to work, and **belajar** meaning to study or learn. The word **kejar** itself means to pursue. Thus this program is meant to allow work and study to blend together and support one another, with the aim of pursuing study goals as quickly as possible. The program **kejar** is formed around a set of learning materials identified as Paket A.

Paket A consists of 100 illustrated booklets written in the national language. The first 20 booklets contain about half text and half illustration. In each booklet basic reading, writing and numeracy skills are mixed with supplementary exercises, illustrations and one or two-page stories on nutrition, citizenship or saving plans. While the remaining 80 form the village encyclopedia about health, agriculture, Indonesian culture and history and other subjects of need and interest. Paket A is the brainchild of Professor Dr W.P. Napitupulu, Director-General of Nonformal Education, Youth and Sports in the Ministry of Education and Culture of Indonesia, and is meant for illiterates and primary school dropouts.

In the future there will be also Paket B designed for people who have finished Paket A, and for primary school graduates and dropouts from junior high school. Paket C will be for those who have finished Paket B, for

junior high school graduates and senior high school dropouts. When all of these learning packages are completed, Penmas will have a full nonformal education curriculum.

Vocational Skill Training

To supplement the Paket A program, Penmas manages and encourages vocational skill training in home industries and marketable skills. Tutors who have knowledge and skill participate in a course, learning group or apprenticeship with people who want to learn the skill. The tutors are paid for their contribution by the students or by government organizations supporting the project.

Batik designing, brick making, home gardening, motor maintenance, radio repairs, carpentry etc. are among the types of skill training that Penmas has facilitated.

Family Life Education

The role of women is critical to Indonesia's development, since women are quite often being given secondary attention in education, especially in rural areas.

Elements of the Family Life Education Program or **Pendidikan Kesejahteraan Keluarga** abbreviated as PKK, are similar to that of Paket A and vocational skills program. But there are also special parts of the program focusing on knowledge, attitudes and skills that women can utilise most successfully to enhance the development of their family as well as their community.

Family planning, nutrition, child care and sewing, are some of the subjects that make up the Family Life Education curriculum. The vocational skills and learning fund programs that lead to income generating activities are also stressed. The Family Life Education Program is a program that focuses on the concerns of women and uses all of the other Penmas programs for the benefit of women.

The Learning Fund

Penmas realises that knowledge and skill are only the beginning of the learning process in the scheme of improving one's life. To make those efforts more fruitful, the Learning Fund Program is set up to help learning activities become productive income generating activities.

The Learning Fund provides loans up to Rp1,000,000.00 ($US611.25) to groups as well as to learning institute organizers who wish to turn their learning skill into small-scale enterprise. The loan is given through the intermediary of the local government bank with the purpose that the group or person concerned would become familiar with banking transactions and become 'bank-minded'.

Once a group has begun to make a profit, they pay back the learning fund loan to the Bank so that it can be used by a new group. Each group should act as an example to the others in utilizing the learning funds, and the learners of the first group can become the tutors of the new group. The Learning Fund is also meant to be a flexible program that can bend to meet local needs. The decision about which group or learning institute organizer will receive the loan is made at the local level.

The Program Kejar Paket A which provides the basic education experience; the Vocational Skill Training provides specific skill ability; the Family Life Education does both of the above with special emphasis on needs and potential of women, and the Learning Fund Program provides the capital necessary to make the learning result productive. All together constitute the total Penmas system.

Some Facts and Figures

The rapid growth of the population, the vast distance between one island and the others, the limited budget that the government can provide, are among the things that constitute the enormous task and problems in the field of promoting nonformal education. It is impossible for the government to cope with them alone without having the support and active participation of the community. That means that education is the responsibility of not only the government, but also of the members of the community as a whole.

In the efforts to enhance nonformal education, the Penmas has formed 21 different sub-consortia whose members are selected from among prominent figures in the related fields. The task of the sub-consortia involves devising curriculum and education methods and preparing materials for state examination. In supporting the training activities, a large number of learning materials for teachers and organizers have been made available. These materials include (1) a manual containing the Decrees of the Minister of Education and Culture of Indonesia and those of the Director-General of Community Education, Youth and Sports concerning the enhancement of nonformal education; (2) a manual concerning the standardization of education for 18 types of skill and proficiency; (3) learners text-books for basic, intermediate and advanced level comprising 9 types of education.

There are three nonformal education organizations that have been contributing a great deal to the development of nonformal education. These organizations are (1) HP-PLSM - Association of Nonformal Education Organizers; (2) HISPI - DIKLUSEMAS - Association of Indonesian Nonformal Education Teachers and Examiners; (3) Organisasi Profesi - various associations of professional people. These three organizations or groups of organization are the **Mitra Pemerintah** or the government comrade in arms in promoting the development of nonformal education.

Within ten years (1976-86) the number of nonformal education institutes established and run by members of the community has increased from 3,921 to 7,669. Participation in state examinations has also increased from 76,937 to 132,568. The number of state licensed learning resources or teachers for nonformal education has increased also to 1,992 persons.

In the effort to obtain ideas originating from real experiences in the community, Penmas encourages and coordinates the conducting of symposiums, seminars and workshops held by nonformal education organizations. It is understandable that only the community itself knows precisely what is needed and what the obstacles are, in promoting nonformal education activities in the community.

To support the enhancement of nonformal education, and in the framework of cooperating with international adult education organizations such as

ASPBAE and DVV, the teachers and organizers of nonformal education have participated in the following activities:

ASPBAE Region 3 Conference in Kuala Lumpur, Malaysia

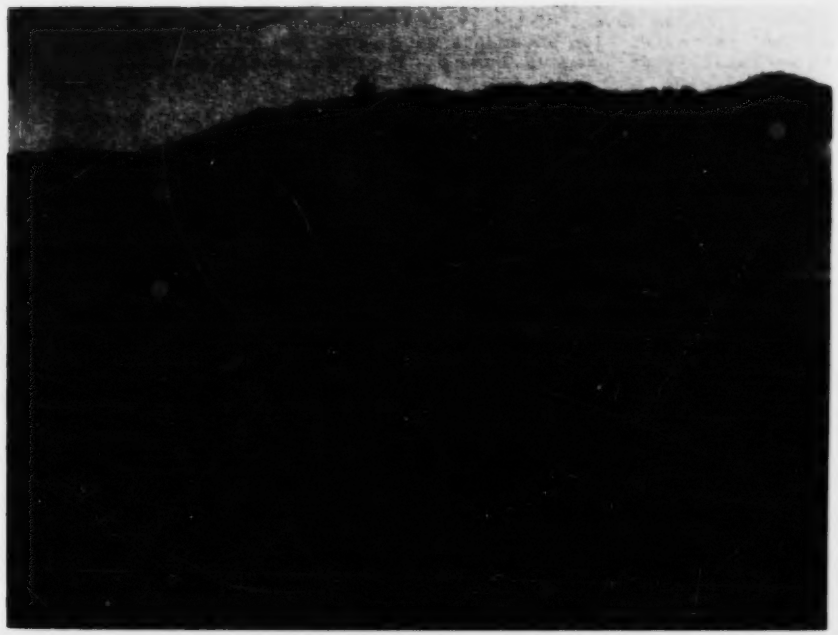
Action Learning Program (ALP) in Singapore, Hong Kong, Malaysia and Thailand.

DVV Summercourse in West Germany

Seminar and Study Tour in Australia, West Germany and Great Britain

ASPBAE Region 3 Conference in Macau

Through these activities, Indonesia is expecting to learn how nonformal education could be best handled and that ultimately the community members will benefit from the knowledge, ideas and experiences gained overseas.



TRENDS IN KOREAN ADULT EDUCATION

Korean Association of Youth
and Adult Education

This paper has been published by the KAAYE as a service to adult educators in Asia and the Pacific who are interested in learning more about the history and role of adult education in Korea.

Korea, 'the land of morning calm', has always been of strategic importance, acting as a land bridge between the continent of East Asia and the islands of Japan only a few hundred miles away. While invaders from both sides of Korea have used the country as a jumping off point for their attacks, Korea has acted as a cultural bridge between China and Japan in times of peace. Although closely related to China in terms of culture, Korea has maintained its own independence and individuality.

Since the turn of this century, however, Japan began to rule Korea with the protectorate treaty of 1905 and finally with the forceful annexation of this country to Japan in 1919. Japan not only introduced their school system into Korea but also forced Koreans to abandon their culture by requiring them to use Japanese language in their daily life, to change their traditional family names into Japanese style ones, to worship the Japanese emperor as their supreme ruler, and finally to follow Japanese Shintoism. Korea remained in desperate poverty and had a 78 per cent illiteracy rate at the end of World War II.

After being liberated from Japan in 1945, Korea also suffered political turmoil which eventually led to the tragic war between South and North Korea. Since then, the government has made certain efforts in literacy campaigning, educational reform, and economic reconstruction; however these efforts have been interrupted by the student revolution in 1960, the military coup in 1962, and political unrest after the assassination of the former President Park.

Despite the political disruption and unrest, Korea has made remarkable progress in industrial development and economic growth during the period of the 1970s and 1980s. This progress is indicated by the increase in per capita income from $US94 in 1960 to $US223 in 1970 and $US1,880 in 1983; exports jumped from 32 million dollars in 1960 to 883.5 million in 1970 and 21.7 billion in 1982; in addition, the illiteracy rate has dropped from 78 per cent in 1945 to 8 per cent in 1978.

Though such rapid progress has been made possible by the competent leadership and efforts of the government as well as the industrial and business sectors, there is no doubt that education has played the most important role in the course of the nation's development. "Education is the key which unlocks the door to modernization"; consequently, any form of modernization requires a change and improvement in the knowledge, attitudes and skills of the people who are acting participants in the process of community life and development.

Until the early 1960s adult education in Korea mainly consisted of mass literacy campaigns and civic education supervised by the Ministry of

Education; rural extension service by the Ministry of Agriculture; and night schools and other adult education programs conducted by private and voluntary organizations. In these programs, the students' participation in the enlightenment movement in rural areas has been the traditional highlight in the history of adult education in Korea.

However, since the late 1960s, along with the rapid industrial and urban development, new forms of adult education have emerged and have been growing in many sections of the country, especially, in the government, industries and business enterprises, as well as in other voluntary sectors.

One of the remarkable developments in adult education is the formation of legal provisions for adult education in the 1970s and 1980s. Along with the Education Act of the Ministry of Education, Presidential Decrees have created the Correspondence University (1972), the Correspondence High School (1974), High School and Classes for Working Youth (1977) and the Recurrent Education College (1982). Above all, a unique Adult Education Law was finally enacted in December 1982.

The Vocational Training Act was enacted in 1976 (complete revisions in 1976, 1981). This Act stipulated a vast investment for workers education on the part of business and industries, which brought the creation and expansion of vocational training centers in Korea. The legal provisions such as the Presidential Decree on The National Organization of Saemaul Movement was enacted in 1972 and the Government Officials Training Act in 1973. The Rural Development Law, revised in 1978, provided the authority for rural extension programs throughout the country to the Office of Rural Development.

Above all, the ever-growing national concern and provisions for adult education have recently been systhesized in a clause in the new Constitution (revised in 1980) which reads "the State shall promote lifelong education" (Constitution para 5, Art.29).

The lifelong education clause in the Constitution implies the fundamental rights of the people to learn and the responsibility of the State to provide them with the opportunities and facilities. It might be a reflection of the fact that the people have come to realise that formal schooling alone does not prepare them properly to cope with the challenges and problems of their rapidly changing environment.

The intention of this paper is to introduce the new emphasis and developments in Korean adult education - trends which are closely related to the political, economic and cultural demands of the society. This concentrated study covers the period starting in the 1970s and continuing thereafter.

Vocational Training Program

Non-formal education in Korea has made its own contribution to the nation's economic development by providing basic vocational training and quality upgrading programs for working people.

Since the Vocational Training Act was first enacted in 1976, the Government has made a great effort to expand the vocational training programs for out-of-school youth. The Ministry of Labor Affairs has encouraged private industries and voluntary organizations to enact vocational training programs according to the guidelines of the Vocational Training Act. In 1984 there were 82 government training centres with 30,000 young workers, 21 authorized voluntary training centers with 8,840 people, and 180 Inplant (business and industries) Training Centers with 21,683 workers.....

Saemaul and Farmers Education

The Saemaul Movement is a national campaign for community development aimed at improving the spiritual quality and economic progress of the nation. Even before the launching of the Saemaul Movement in the early 1970s, there had been a large number of rural development projects supervised by the Ministry of Agriculture throughout the country during the 1950s and a similar kind of national effort designed by the government during the 1960s, namely the National Reconstruction Movement.

However, with the advent of the 1970s such rural development projects and national reconstruction movements were propelled by and integrated into the new nation-wide "Saemaul-Undong" - the new community movement in Korean terms.

This movement is concerned not only with the reconstruction of the material aspect of the nation, but also with the revitalization of the spiritual and moral aspects of national life as a whole. The aim of the Saemaul Movement is to achieve these three basic goals: (1) moral reconstruction, (2) economic prosperity, and (3) national integration.

In terms of moral reconstruction, the movement emphasizes the formation of values and attitudes of the people such as diligence, self-reliance and co-operation. The hard-core task of the New Community Movement, however, is to secure national power and consequently to raise the living standard of the people in the wake of economic progress. Unlike other countries, the campaign also emphasizes national integration based on national security because Korea has been under constant threat and challenge from North Korea.

Saemaul education finds its role in this context. Namely it is intended to facilitate the promotion of the Movement through reliance on the educational process. In order to achieve the goals of the Saemaul Movement, the government has established a Saemaul Leaders Training Institute and conducted various programs ranging from one week to two months training and producing 30,000 trainees annually.

The Saemaul Leaders Training Institute, which leads all the other Saemaul educational programs throughout the nation, offers three main courses: (a) a course for local community leaders, (b) a course for women Saemaul leaders, and (c) a course for higher ranking officials, business managers,

intellectuals, and other leaders of society. The following three features are commonly stressed in these courses: presentation of the experiences of successful village Saemaul leaders, acting rather than talking, and self-evaluation through group discussion.....

In the beginning, the Saemaul Movement aimed to improve the environment and living standards of the rural community which was then far behind that of the urban community. Thus full scale programs were deployed not only for the training of farmers in agricultural skills but also for helping rural people improve their living conditions and ways of life along with the modernization of the nation.....

Correspondence Education

Even before the introduction of the lifelong education concept in the late 1960s, there had been increasing criticism of and a call for reform in the existing Korean education system, which exclusively adheres to formal schooling and entrance examinations to higher education institutions. As in other countries around the world, the existing school system has come to a dead end and is no longer able to cope with the challenges and problems of its ever-changing environment brought on by the rapid technological and industrial development.

Upon the rising demand for more education on the part of out-of-school youth and adults, it was felt that some provisions should be made for those who have missed the formal schooling and no longer have opportunities for learning.

After three years of intensive preparation, the Korea Correspondence College was established in Seoul National University in 1972. This College can be viewed as one of the remarkable outcomes of education reform in Korea. It maintained a junior college status until 1982 when it was promoted to a five year university and thus became independent from Seoul National University.

The new University has 119,624 students and 11 degree awarding departments, including Agriculture, English, Elementary Education, Home Economics, Public Administration, and Computer Science. There is also one department offering junior college level course in Early Childhood Education.

Instructional methods in the Korea Correspondence University are through (1) self study of textbooks, (2) working on assignments, (3) listening to radio broadcasts, (4) correspondence and (5) attending a periodical lecture session at the local cooperating universities. Upon a precise evaluation of assignments and schooling and a final examination, students are awarded a university degree.

Meanwhile, after two years of experience of the Korea Correspondence University, Correspondence High Schools were founded in 1974 in Seoul and Pusan. They provide learning opportunities for those who were unable to receive high school education after middle school or junior high school....

Women's Education Programs

After Korea was liberated from Japan in 1945 and new democratic institutions began to be introduced thereafter, a considerable amount of concern and effort has been made in adult education for women who were then considered as a deprived section of the population as far as freedom and education were concerned. However, most women's education programs had been sponsored by private and voluntary organizations until the 1970s when the government began paying attention to adult education for women by establishing provincial and local women's centres, where major programs of adult education and leisure time activities for women were offered.

The adult education programs for women may be divided into three categories: (1) education for urban housewives, (2) education for female workers, and (3) education for women in rural communities.

Among various adult education programs and activities in Korea, education for urban housewives has been one of the most popular ones organized by a number of voluntary women's organizations and religious groups.....

There are 11 provincial women's centers and 24 local womens centers of which 10 are privately sponsored. The amount of annual budget of these women's centers ranges from $US22 million in Pusan to $US3.4 million in the Cheju-Do Province. In 1984 it was reported that a total of 95,000 women participated in various programs organized by these women's centers.

Among these educational programs, the YWCA Seoul Chapter program would be a good example. The programs of this Chapter are divided into six categories all related to education for women: (1) vocational training, (2) guidance and counselling work, (3) consumer education, (4) programs for a part-time housemaid service, (5) bride school operation for those preparing for marriage, and (6) other hobby classes. The vocational training has been undertaken for the project entitled "Better Paying Jobs for Women" in nontraditional jobs such as wallpapering, tile laying and painting. These jobs have previously been occupied by men but these female trainees are now employed upon completion of the training. Leading all the women's organizations, the YWCA has provided working women with opportunities to bring their problems for counselling, and to participate in short lecture programs for their personal development. The bride school is also one of the popular courses for unmarried young women in many urban communities. The YWCA bride school, which is a 10 weeks course, includes family planning, flower arrangement, cooking, calligraphy, painting, English and other liberal subjects. Many of these were also offered separately as other special educational courses together with child rearing, youth education, health education and other physical exercises.

Most educational programs for female workers are related to quality control as a part of the Factory Saemaul movement activites which contribute to increased productivity and improved working conditions. The overwhelming majority of textile and electronic factory workers are female and they are in great need of quasi-formal or non-formal education to supplement their shorter schooling....

Another feature of adult education for rural women is education for applied nutrition and farm machinery organized by the Office of Rural Development...which in 1975 launched a farm machinery training course for rural women in addition to that for rural youths. The training focuses on how to check troubles in power tillers and other machinery and how to drive them.

Another recent development in adult education for rural women is the campaign for primary health care education sponsored by the Korean Association for Adult and Youth Education in association with ASPBAE and ICAE. A workshop on primary health care and adult education for women was held in December 1983 at Keimyung Technical College in Daegu, Korea to draw attention to the concept and importance of primary health care education for women and find ways and means of disseminating those ideas and techniques in rural communities in Korea.

School and University Participation

One of the recent outstanding features of adult education in Korea is the community school program. The interaction between school and community is typically reflected in adult education programs in the school which originated from the community school concept. Though the community school idea came into play in the later 1950s, the organization and programs had been rather government oriented and thus could not bear genuine fruit until the end of the 1960s when the voluntary movement for community schools started.

One of the important features of the community school adult education is the organization and activities of the Mothers' Class in elementary schools. All the elementary schools throughout the nation are expected to organize their Mothers Classes although some of them show some drawbacks and problems in the number of participants, facilities, and the quality of adult teachers.

Successful cases of adult education programs have been reported by the pioneer schools organized and sponsored by the Korean Association of Community Education founded in 1969. There are now fifty-six pioneer schools and eleven local associations linked with the Association throughout the nation.....

A development in adult education since the beginning of the 1970s has been university participation in organizing adult and community education programs on a voluntary basis. Though these initiatives and efforts have not been uniform or developed on a large scale, it implies significant meaning in re-examining the role of higher education institutions and for the future direction of adult education in Korea.

Although Korea has a proud tradition of student service activities for rural communities since the 1930s, there has not been any thought or efforts on the part of university faculty or administration in providing adult and community education programs for the people outside the university boundary. The new and sincere efforts to link the university adult education in Korea still face strong challenge and resistance from the faculty members who think that the university should be the monopoly for academic research and teaching the privileged.

In 1968 Iwha Women's University started a credit course of community service and education ... Seoul Women's College also has conducted a similar program for rural service of the students as a partial requirement of their regular course on rural community at the college.

University adult education programs in the traditional terms of extramural studies or university extension were inaugurated at Keimyung University Center for Community Education. A committee on adult education, formed by interested members of faculty in 1970, launched the first pilot program for housewives in the community. In January 1971 the committee secured financial support from the municipal administration and launched the first pilot two-month course with three hours of classes daily....

Besides Keimyung University's ventures in adult education, more than 20 universities and local colleges have more or less conducted certain programs related to adult and community education with the support of the local government or partly with funds provided by the Asia Foundation in Korea.

Prospect

The recommendations made at the Third Unesco World Conference on Adult Education in 1972 have encouraged member countries to work on adult education legislation as an integral part of the national education system in the context of lifelong education. Many countries including the Federal Republic Germany, Norway, the United States, Thailand and the Philippines, have enacted new adult/nonformal education laws or decrees and some countries have revised the adult education related laws and regulations along with the principles of lifelong education laid down by the Unesco World Conference.

The Republic of Korea was no exception in this matter. The Korean Commission for Unesco convened the first national seminar on lifelong education in 1972 and later conducted a series of surveys and workshops on lifelong education, some of which were focused on adult education structure and organization in the Republic of Korea. It is also during this period that new laws and regulations related to adult education have been enacted or proclaimed and finally brought the stipulation of the lifelong education paragraph in the new Constitution and the creation of the new Adult Education Law.

Based on those firm legal foundations, new forms of large scale adult education enterprises have been instituted by the government, industries, schools and universities and other voluntary organizations. Newly emerging adult education enterprises involve leadership training and community education related to the Saemaul Movement, a vocational training plan sponsored by the government and industries, correspondence education for the out-of-school population, and the expansion of women's education programs.

However, the sudden expansion of adult education in the 1970s created new problems concerning the quality of adult education workers and over-laps and conflicts among adult education organizations and agencies. To solve these problems, the Korean Association of Adult and Youth Education was founded in 1976.

It is expected, that, in the future, the Association would take the leading role of coordinator among the government, industries, and adult education organizations and provide useful materials

and workshops on adult education for the professional growth of its members.

The above paper on **Trends in Korean Adult Education** is available in full from The Korean Association of Adult and Youth Education (see list of addresses at end of this section.

Bustling Seoul, the capital city

Kyonghoe-ru Pavilion in Kyongbok-kung Palace

Beautful cultural dances are a Korean speciality

ADULT EDUCATION FOR THE YEAR 2000. CHALLENGES AND PROSPECTS: THAILAND

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This paper was presented at the Asian Regional Seminar on the **Role of Adult Education and Mass Media for Civic Education**, New Delhi, India, 10-14 September 1985.

Adult education is found to have existed in Thailand since the country was settled. In fact, it existed long ago spontaneously and unofficially and was not a system organized by any agencies. This paper deals with organized adult education and is divided into three major parts: it begins with an historical background of adult education in Thailand, from its inception as the Adult Education Division in 1940 to the present time as the Nonformal Education Department. The second part gives an overview of the present status of adult and nonformal education programmes in Thailand in which education is viewed by the NFE Department as a lifelong process. This part will as well present a brief description of the current programmes organized by the NFE Department. In the last part, an attempt is made by the author to view and anticipate the future prospects of adult and nonformal education in Thailand in the next 15 years.

Historical Background of Adult Education in Thailand

Earlier in the process of nation-building, the Buddhist temples were the pillars in education, playing the most significant srole in providing educational experiences, moral, vocational, intellectual, artistic, as well as self-defence to Thai youths and adults.

Since the time of King Ramkamhaeng the Great (1279-1300), the Thai people have always had some form of learning from the temples, and later on from the schools. During the long reign of King Rama V (King Chulalongkorn the Great), close associations with foreign countries were developed. Consequently, the Thai people adopted many new concepts in education from western countries, and schools in a modern sense were established at that time. The first education which was organized formally as a system in Thailand began in 1884. The Education Department was formed in 1887 and later on was upgraded to be the Ministry of Education to take responsibility for education of the whole country. The first national education policy was proclaimed in 1898.[1]

While the formal education system was growing and extending gradually over all the country, little was heard or known about adult education. Then in 1937 the first national census revealed that 68.8 per cent of the population over ten years of age were illiterate.[2] As a result, the government decided to embark on a nationwide campaign to eradicate illiteracy by providing education for out-of-school people. Adult education was thus formally introduced, and the Adult Education Division was created within the Ministry of Education to take this responsibility.

When it was first launched in 1940, the Adult Education Division had as its main duty to provide literacy skills and an increased understanding of democratic principles. Later on, it was periodically broadened and improved in terms of objectives, scope of activities provided, methods, strategies and so on. Adult Education progressed gradually until 1944 when the effects of World War II brought adult education to a halt. After the war, adult education in Thailand was revised and improved in order to have its scope of activities fit the many changes which resulted from the war, particularly the economic situation. Thus at that time the scope of adult education programmes was widened to include not only literacy programmes as before but general basic knowledge and various types of vocational education were also introduced to suit the needs of people in each area, enabling them to improve their day-to-day occupations and economic situation. Besides, a local public library was also established in some districts in order to keep the rural population informed.

Over the years, new ideas, strategies for organizing adult education and a number of projects for improvement were introduced and launched. For instance, in 1957 the Thailand Unesco Fundamental Education Centre (TUFEC), which was a cooperative project between the Thai Government and Unesco, and which concentrated on rural people, was established in Ubonrajathani Province. Experience and ideas obtained from this successful project influenced the Adult Education Division to concentrate more and more on rural people and also extend the objectives of adult education activities provided. Therefore, the change during this period was a direct result of Unesco initiative. Since then the administrative system has been improved to decentralize the organization and transfer authority to each local area. By the late 70s, regional and provincial networks had been established in each province. The Adult Education Division at that time was improved and upgraded in status to be the Department of Nonformal Education (1979). Its duties and scope of responsibility were extended broadly throughout the country. Adult or nonformal education was then expanded to serve as compensatory education for those unable to continue formal schooling. Later on, a broader concept of nonformal education evolved and its role was viewed as contributing to the lifelong education system.

Present Status of Adult and Nonformal Education in Thailand

In Thailand, adult and nonformal education has been recognized as part of lifelong education, which covers human beings' lifespan beginning from birth to death and consisting of formal schooling, nonformal education and various types of informal learning. The Department of Nonformal Education which has taken a leading role in the development of adult and nonformal education programmes, has viewed the education as an integral part of life and society and the process as a lifelong one. This lifelong education process consists of three main components: basic education, current news and information and skills training development. These three components are inter-related. For example, as the child emerges from its mother's womb, s/he needs some rudimentary skills in life, basic education. Later, as life gets more complicated, s/he finds that what s/he has gained earlier in basic education is not adequate, s/he needs continuing education and a stream of updated, current and relevant information to survive. As a part and parcel of this, skills training will buttress/assimilate the two types of education (basic education and information service) and carry the learner further up the latter to reach maximum self-expression and fulfillment. It is believed that these three components will provide people with opportunities to acquire knowledge and skills essential to fulfill their needs and to cope with the changing environment throughout their lifetime.

Basic Education - is the means to enable people to know how to read and write and to get hold of general concepts, all of which will become tools for

acquiring further knowledge.

Information Service - is the continued step from Basic Education and aims to enable people to know about new developments, new scientific knowledge and new facts, which may be utilized by the learner in support of daily life. The Information Service will include the use of books, printed matter, radio and television programmes, movies, video and other relevant media. Books and other reading material do not only provide people with information but are also necessary to promote the habit of reading and thus helping to reduce the degree of relapse into illiteracy. It is thought that literacy alone is not enough to assist the literates in improving their livelihood. One who can read may not be able to get hold of all kinds of knowledge existing in the world if the books are not available. Of course, literacy is only like an instrument to be used for acquiring further knowledge through reading; thus literates who lack the opportunity to read a variety of books and printed materials will be lacking in knowledge regarding the world or the local situation, and therefore their literate capacity cannot be fully exploited for a proper livelihood. Another important factor is that those who have undergone a short course of learning for say six months, or even for a long course of 4 years, but do not have the opportunity to read for a long time, will find that their literacy capability relapses to the extent of being null and void.

Skills Training - Human beings' education should not only be aimed at the aspects of cognitive domain or intellectual education, but the aspect of psycho-motor domain, which includes practical work, should be studied. Due to this concept a form of skills practice through short-term training, i.e. interest group learning and other training, is provided. This skills training includes agriculture, home industries, home economics and trading.

It should be emphasised that education is supposed to be a continual lifelong process: learning should not be suspended as long as one is breathing. Lifelong education can be pursued in many ways e.g. some part through the in-school system, some through out-of-school and some from other sources like libraries, village reading centres, radio/TV programmes, movies, videos etc.

The following are current programmes and projects organized by the NFE Department as classified under the 3 categories of educational services in the lifelong education system:

Basic Education

The Department's responsibility in this area is to organize nonformal education programmes for adults who have missed the opportunity for formal schooling or have dropped out. The purpose is to build up an educational background to provide learners with basic tools for living in the society:

> **Literacy Campaign Project:** The National Literacy Campaign Project was launched in response to the policy set forth by the government and in recognition of the importance of literacy skills in the development process of the nation. The government has set the target in the fifth National Social and Economic Development Plan (1982-86) to reach approximately 1.5 million illiterates. The campaign aims to provide the opportunity for those who have not completed the fourth grade of education and are unable to read and write simple Thai to obtain basic literacy skills.

> **Functional Literacy Programmes:** This programme provides the opportunity for illiterates or graduates from the national literacy campaign to pursue their education. The programme which has a primary school equivalency certification combines the teaching of literacy skills with the development of problem solving and critical thinking abilities. The curricula are based on the needs and problems of the target groups. The programmes are organized in different types of learning, e.g. classroom, walking teacher volunteers, Buddhist monks, hilltribes, military recruits.
>
> **Functional Literacy Program** (Equivalency Education): This programme is organized to provide people having no chance to study in the formal school system with an opportunity to receive education which is functional in content and at the same time, entitled them to obtain certifications equivalent to primary and secondary education. The curricula focus on problems and issues adult learners are likely to encounter in their daily lives. the programme is high in demand and is now organized in public schools, factories, private organizations, military units and prisons. It is expected that through this programme out-of-school youths and adults will continue to develop knowledge and skills acquired from learning and become better prepared for work and have access to higher education.
>
> **Radio and Correspondence Education Programme:** In recognition of the increasing demands for functional and equivalency education, the radio and correspondence education programme was launched in 1977 to serve people who are unable to attend regular functional education classes. The contents of the programmes are similar to the functional and equivalency programmes but the learning and teaching process are divided into three components; listening to radio, studying correspondence materials and following weekly or bimonthly activities suggested by the learning manuals and group meetings. Currently radio and correspondence play important roles in both in-school and out-of-school education. Radio can be broadcast over wide areas where land transportation facilities do not exist.

News and Information

Once a person has attained basic educational tools a constant and up-to-date supply of news and information is an important ingredient for self improvement and adaptation of his/her ways of living. With the adoption of the concept of lifelong education, and the recognition of news and information as essential education services, more systematic attempts are made to provide up-to-date news and information to the public.

The Department of Nonformal Education provides the following programmes under this category:

- Village Reading Centres
- Public/Mobile Libraries
- Publications for Rural Readers
- Mobile Audio Visual Units
- Educational Radio and Television Programmes

- Mobile Exhibition Units
- Science Museum and the Planetarium
- National History Museum

Skills Raising

Skills training is the most widely organized activity in the current nonformal education programme. In order to make a living, people have to have some vocational skills to enable them to improve their livelihood. The major programmes organized under this category are:

- Interest Group Learning Programme (for any skill requiring less than 30 hours)
- Short-term Vocational Training Programmes (100-300 hours)
  The courses provided cover a variety of topics in 4 major areas: industry home economics, business and agriculture.
- Long-term Skills Training Programme (4-5 months). This is organized in terms of the intensive training courses by several agencies. The programme generally aims to develop group work, influence character formation as well as imparting skills. The participants will reside in the training institutions for a period of time during which they will participate in group activities, take lessons in theory, and learn skills through practical experience.

Nonformal Education in the Year 2000: Recommendation for Future Actions

These thoughts are not based on any authoritative source, because we do not have a national long-term plan of nonformal education covering up to the year 2000. They are the views of the author based on experience and past trends. These provide us with clues as to future feasible methods of provision of nonformal education in Thailand.

To trace events, or their tendency, toward the year 2000 is quite difficult, but it is hoped that the essence of this paper may be of use for exchange of ideas among educators about what may be focussed on as the future mission of nonformal education assigned toward the benefit of communities, nations and humanity as a whole.

Literacy for All

Before reaching the year 2000, Thailand will probably have so many literates, that it can be claimed that there will be no one who is illiterate. Such an anticipation is attributed to the fact that currently the compulsory education provided in Thailand covers all, or almost all, of the school-age population, while some minimal number of those left unenrolled in the school, or being dropouts, still have the opportunity to study under the out-of-school system which is provided both in the forms of functional literacy and the literacy campaign. Hence, the chance of eradicating illiteracy before the year 2000 is feasible.

Currently in Thailand the illiterate population aged 10 years and upward accounts for about 10 per cent of those in that age group. The number of illiterates will continuously diminish, and even though the rate of such decrease is only 1 per cent per year, the aim of illiteracy eradication will be attained by the year 2000. What enhances the possibility of this hope being realised is the strong intent of the nation to provide a basic education service which includes the expansion of education to cover the population of all groups of both sexes, all ages and of all areas. This area has been strengthened recently in preparation for taking such action in the future.

Better Attainment of Equality in Education Opportunity for Both Sexes

From the statistics of education in Thailand since it was arranged into an education system (during King Rama V) up to the present, it is clear that in all school levels, namely primary, secondary, high school and university education, the students of the two sexes are of roughly equal number. Also it is quite clear that we have had for a long time the policy of allowing both sexes to have an equal chance to participate in education. Nonetheless, from high school upward, some particular branches of knowledge are taken up by one rather than the other, due to the old Thai tradition that the male should study some subjects, while the female should take others. For instance, females prefer to take the subjects of home economics, dressmaking and linguistics, and more males choose to learn the subjects of engineering, architecture and administration. But currently the difference in selecting subjects between the two sexes is becoming less and less, as more female students begin to take subjects formerly monopolized by male students such as administration, engineering and architecture. Thus it may be anticipated that in the future equality in educational opportunity between both sexes will be more and more realized.

Similarly, for nonformal education in future equality in educational opportunity between the population of both sexes will become a reality.

Information Services in all Communities

At present the government has set up about 20,000 village reading centres. There are 60,000 villagesin Thailand, which means that we have information service centres covering one-third of the possible total village population. The information service centres, even though not fully equipped with books/documents and other printed matter, are furnished with the most useful up-to-date material. Each centre is supplied with 2 newspapers plus other documents and material provided by other government agencies. Hence it is believed that the information service centres may be sources up up-to-date information which will be of much use for upgrading the knowledge of the population.

The Nonformal Education Department expects that it will be able to extend the number of reading centres to cover all hamlets and villages throughout the country by the year 2000, so that by that time people in every community will get the benefit of this information service.

Broadened Opportunity for Continuing Education

Nowdays there are many people who still have no chance to study in the lower and upper secondary school because of poverty and other unavoidable circumstances. The Nonformal Education Department will certainly take further action for such people to try and give them the opportunity to study general education courses through the nonformal education system, such as Adult Functional Education classroom programme levels 4 and 5, Radio Correspondence Programme and other courses for out-of-school individuals. It is therefore expected that the continuity-of-learning programme will be extended to cover all areas and various groups of people like the hilltribes, coastal migrants in the south and other

minority groups in Thailand.

Besides continuing education being under the programme of providing the general education certificate, it is anticipated that the teaching/learning in accordance with people's isnterest or individual's need for particular subjects, would be conducted widely in the forms of interest group, postal correspondence, seminars, training by the NFE Department and various government and private sector agencies.

More Participation from the People in Nonformal Education Management

Formerly nonformal education management was mainly conductecd by government agencies, while the chance for the people to take part was very scarce. But from the beginning of the present phase of the Social and Economic Development Plan the participation of public organs has been acknowledged. Their role in planning and managing development projects carried out in their localities has been increased. People have been trained to assist with the activities concerning their communities so that they can conduct their relevant works with more confidence. It is expected that by the year 2000 public or community organizations will become strong, and able to undertake the roles of planning and managing various projects efficiently. These organizations include the sub-district council and the village leader/committee members.

Variety of Patterns of Educational Provision to be Increased

Before the year 2000 the management of nonformal education responding to the population's needs will be increased in its variety of provision. In general the people will have more opportunity to choose what will be suitable to their condition and interest. For example, they might decide whether to learn by themselves, or in groups, or in the classroom system out of the same curriculum. They will be able to make decisions about what kinds of learning media they will use, such as printed, radio correspondence, TV or video, individual instruction or other means. The prominent point for the future is that the freedom of learning, wide varieties of learning media and numerous varieties of learning patterns will be available to adult learners. It is therefore anticipated that in the year 2000 learners will have more opportunity to utilise nonformal education services.

Schools will have Responsibility ot Provide both In-School and Out-of-School Education

In the year 2000 schools will broaden the role of teaching and learning in the classroom to cover the provision of education for general community members. Currently, as a result of family planning policy in Thailand, the number of school children has decreased, so that the teaching task of teachers will also be reduced and they will have more free time; thus the surplus energy may be applied to providing education to community members. Hence, it would be tantamount to the management of education for the people of other age-groups other than the current accepted school population.

Conclusion

The pattern of nonformal education in the year 2000 as described might be thought as a dream-like imagination. But if the general society has a strong determination to provide the service to cover all groups of people of both sexes who have less opportunity to obtain all kinds of knowledge, such a dream will certainly come true. And even though the community lacks a relevant resource to be used for achieving this target, if the people are willing to cooperate wholeheartedly in playing a role in the process of nonformal education management, such mass energy will change the supposed imagination into the truth. If people in the community help themselves the quantity of work could be enlarged indefinitely. For example, the government may have funds for only 50,000 people per year, but if the people join in helping themselves the quantity of work can expand many times. As we have a large population, if only 10 per cent agree to volunteer to help with out-of-school education, this will greatly increase the provision over and above that provided by the government. The only problem is how to get a clear understanding among the common people to convince them of the value of helping oneself and urging them to render cooperation for this purpose.

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ADULT/CONTINUING EDUCATION IN MACAU

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This paper was presented at the opening session of the ASPBAE Region 3 Conference on **Adult Education for the Development of Communities** held in Macau, from 29 October - 2 November 1986.

'Total Development of Man' is one of the important objectives of adult education. Man can never be developed vocationally only, but needs to develop in such a way that he can handle his own problems in a fast changing, modernized society. In order to clarify the term 'total development' I would like to try and relate it to the development of a country.

A well-established country also needs 'total development' so that it can keep on developing steadily, otherwise social disorganization and social problems will arise.

Generally speaking, development of a country can be considered to include both economic and social aspects. The economic aspect of development emphasizes the utilization of materialistic resources while the social aspect emphasizes upgrading of social welfare. However, both aspects of development are serving to improve the quality of human life. Thus, there ought to be good coordination between the two, though their natures are different. Many modernized countries like Japan, U.S.A., USSR, etc. in decades past put too much emphasis upon economic development and only began to advocate social development when social problems had become obvious. Their experiences have been a good example of unbalanced development. Recently, a new direction to call upon Chinese people to think about their 'socialistic spiritual life' has shown how the Chinese leaders have already taken seriously the idea of 'total development' of a country. In our own country, Macau, balanced development must also be adopted.

Undoubtedly adult education has an important role in promoting social development to counteract the promotion of only economic development. How has the recent development of adult education in Macau coincided with our belief in 'total development'? Let us review the history of adult education in Macau.

The economy of Macau was underdeveloped in the 1950s and 60s. Adult education at that time meant literacy and basic vocational training. It was not until the end of the 70s and 80s that dramtic economic growth began which attracted to Macau a great number of new immigrants from China. Population growth, economic prosperity, demand for new jobs and free competition in the job market were reasons for bringing adult education to a high-tide such as had never happened before. At that time, the University, the voluntary agencies as well as private institutions, were organizing different kinds of adult educational activities to meet the learning needs of local people. More and more educational institutions were being set up. In fact our Macau Association for Continuing Education was also founded at that timie. Locally, the objective of our Association is to promote and coordinate adult education, within Asian-South Pacific and international settings. The Association tries to link up with the international network of adult educators for the sake of sharing experiences

and mutual support. In Macau, adult education activities run in the past few years had a strong vocational orientation. This has given the Macau public the impression that adult education simply means 'vocational training'.

According to the 'total development' concept and the functions of adult education, we have to defend that adult education is much more than vocational training. As a matter of fact, adult education can be even defined as 'any form of education, or training, that is not within the existing formal education system'. Therefore, in spite of promoting a correct concept of adult education to the public, we need to specifically promote the social aspect of adult education; e.g. interpersonal relationships, civic education, family life education etc.

Historically, 'education' was the process of transferring traditions, culture and working skills to the new generation. After the social institutionalization of education, the formal education system was seen as the whole of the social institution and the kdnowledge that a young man got from the formal educational system was expected to be useful all through his life.

This way of thinking had its historical background when society had slow social change, small progression in technology, and the strong social control exerted by high religious and moral standards. Obviously, the formal educational system once could meet the demand of the traditional society. However, modernization and industrialization have brought drastic social change, knowledge explosion and, of course, many many social problems. Thus, the 'total development' of a man is being jeopardized by the unfamiliarity, tension, fear etc. of a modern society.

In modern society, the concept of 'total education' has been introduced to indicate an integrated educational system which includes pre-school education, formal education, adult education, family education and social education. Adult education, in addition to literacy and vocational training, must give special priorities to family and social education.

In Macau, formal education has been established although improvement has to be made. But how about adult education (or non-formal education)? May I call your attention again to the concept of 'total education' and 'total development of human beings'. We must establish a balanced, integrated education system in Macau. Especially, great support must be given to the development of adult education.

Accordingly, both the economic and social aspects of adult education in Macau have to be developed in order to enhance the 'total development' of our territory. For the former aspect, commercial enterprises are expected to play a vital role in professional and vocational training which are beneficial to the economic development of Macau. On the other hand, government and adult educational agencies are expected to consider running more social educational activities such as civic education, womens education, education for the retired, family life education and so on.

One more thing that I need to mention is that although the adult educational activities organized in the past few years in Macau have been mostly vocational training courses, social education had also been done by a few voluntary agencies. These educational activities include interpersonal relationship training, leadership training, civic education, family life education, public affairs, voluntary services etc. I hope that more adult education organizations and voluntary agencies will initiate more educational activities that are directly related to social development. With the realization of this hope, our Macau society, as well as every citizen, may possibly have a 'total development'. Besides having a prosperous economy may we also expect social stability and a happy life?

CHINESE ADULT EDUCATION

The Department of Adult Education within the State Education Commission, (formerly the Ministry of Education) has produced several publications in English and Chinese explaining the role of adult education in China. A list of those to hand is included at the end of this extract.

Adult Education

Adult education refers to the education of all those who are engaged in productive work and civil service, used today as a general term for peasants', workers', and cadres' education. The relevant department in the Ministry of Education adopted this term in 1982 as its name, that is, the Department of Adult Education.

Social Education

By custom, education in China is divided into three categories - family education, school education and social education. Family education mainly consists of education to pre-school children and teenagers; school education is beneficial to young people; while social education, on the other hand, is mainly directed at adults. The forms and content of social education are extensive and varied. In China, apart from classroom teaching in an organized, planned and systematic way, the rapid development of libraries, museums, newspapers and magazines, literature and arts, cinemas and theatres, music and paintings, as well as reports and lectures which are often organized by institutions and PLA units etc. have become important components of social education, playing a significant role in enriching the knowledge of the people. When new China was first founded, there was a department of Social Education established within the Ministry of Education in the Central People's Government.

Workers' and Peasants' Education

Workers' and peasants' education refers to the education of workers and peasants as well as cadres of worker or peasant origin.

In December 1949, the Ministry of Education convened the First National Conference on Educational Work, which stated that education should lay its emphasis on serving workers and peasants and schools should be open both to the children of workers and peasants and to young workers and peasants.

As workers and peasants make up the mainstream of adults and, to highlight the importance of workers' and peasants' education, the term was commonly used in the fifties and seventies as the name of relevant bodies or institutions and in formulating documents and compiling teaching materials.

Sparetime Education

This earns its name from learning knowledge in spare time after regular work by workers and peasants. To devote sparetime to study is the main feature of adult education. Much attention and support has been attached to this form of education by governments at different levels. The use of this term showed that stress was laid, for a certain period of time, on the forms of adult education, that is, to organize teaching outside regular working hours.

Association of Adult Education of China

This is a national, mass organisation, of adult education. The objectives of its activities are to meet the needs of socialist modernization, to strengthen the theoretical studies of adult education, to mobilize and organize efforts of the communities so as to further develop adult educaiton and to heighten the political, cultural, scientific and technical levels of the people and to train personnel needed by the socialist construction. Its main tasks are as follows: to assist governmental institutions of adult education in mobilizing and organizing all people to take part in the work of adult education; to strengthen the relationship with international organizations of adult education; and to promote the exchange of information and experience on adult education with foreign institutions.

Department of Adult Education

The role of this Department is to assist the minister and vice-ministers in drawing out guidelines and policies on adult education; to formulate regulations, rules and measures for institutions of adult education at all levels; to study and monitor progress of work; to organize the exchange of experience and to participate in international activities of adult education.

Peasants' Education

Peasants' education refers to the education of adult peasants who constitute the major component of China's productive forces.

The task of peasants' education is to organize the broad masses of peasants into study classes of politics, culture, science and technology, with the aim of turning peasants into labourers with socialist consciousness, a fair amount of education and knowledge of science and technology.

With regard to illiterates and those peasants who have not yet graduated from primary schools, the main task is to help them become literate and complete primary education, so that they may acquire production techniques and basic scientific knowledge. As for those who have graduated from primary school, elementary technological and general cultural knowledge at junior secondary level are taught; and to those who are above the level of junior middle school, vocational and technical education of various forms are furnished.

The process of peasants' education is closely combined with the process of agricultural production. The teaching content reflects different needs in production and daily life and the teaching materials should be definitely relevant and practical. The organization of teaching is closely linked with production with learning conducted mostly after work hours. At the same time, some can be released wholly or partly from daily work for studies.

The vastness of the rural areas, imbalance between the development of the economy and education, differences of conditions in running schools, different financial situations of peasant students, household duties, eagerness to learn as well as differences in age, sex, cultural level, and energy of assimilating capabilities all contribute to the complex nature of peasant education which has to be diversified and flexible. There are, therefore; regular classes, scattered study groups and individual teaching; systematic cultural and technical training and special technical training; teaching by broadcasting or correspondence and teaching by lectures on special topics, etc.

Peasants' education is of a mass character. China's consistent course of action in this field has been to follow the mass line, that is to say, mobilise social forces, including production units at the grassroots level, the Communist Youth League, the women's federations, rural primary schools and middle schools to run evening classes and conduct other kinds of educational activities, mobilize intellectuals to participate in teaching, and rely on the masses to keep the peasants' education going smoothly.

Peasants always attach importance to practical effects, not only in production, but also in learning. That is to say that what they learn must be applicable and bring forth practical effects. Teaching materials used in their schools must meet their real needs in certain fields. For example, the contents of courses for the elementary readers are combined with scientific and technical knowledge; while the teaching materials of general knowledge courses used in primary and secondary schools are full of knowledge in applied science and technology, badly needed in the countryside. Methods of elicitation are adopted in teaching; theories are integrated with practice, activities of teaching are combined with the dissemination of technical know-how and scientific experiments. All these methods of teaching are well adapted to the realities of rural areas and the mentality of adult peasants.

Elimination of Illiteracy

Those who are unable to read 500 Chinese characters are regarded as illiterate. The aim of the literacy campaign is to foster the abilities of reading, writing and calculating and it aims to teach them at least 1,500 commonly-used Chinese characters. The targets of the anti-illiteracy measures are those illiterates aged between 12 and 45 years of age. Illiterates or semi-literates aged more than 45 are welcome to take part in literacy activities but are not considered as targets of the campaign.

New literates must take examinations organized by educational units at grassroots level. The units report the results to higher authorities, and, upon approval, issue diplomas to those who have passed the examinations. Villages which have in the main accomplished their task of eliminating illiteracy report to governments of townships so that they can check the results and also to governments of counties for inclusion in the records and so on up to the State Council level. Individuals and units which have made significant contributions to the anti-illiteracy work are commended and awarded.

The three guiding principles for anti-illiteracy are: to block all possible ways for the emergence of new illiterates; to eliminate illiteracy in the main among people aged from 12 to 45; and to raise the cultural level of all those who have newly become literates by organizing them into different classes, so that they can continue their learning. The first measure is achieved by having boys and girls under the age of 15, who have not attended primary school or finished their courses in primary school, organized into morning, evening, or half-day classes to enable them to finish the main courses of primary school.

Quick methods of literacy teaching have been developed as it is believed this is the most effective way of helping adults. This consists of three processes:

1. To teach students firstly to learn Chinese phonetic alphabets (21 initial consonants, 35 simple or compound vowels), so they can familiarize themselves in relatively short time with these 56 phonetic alphabets and the way of spelling, which are used, so to speak, as their 'walking sticks' (i.e. means or intermediaries) and with which they can learn and read new characters and words.

2. With the help of the 'walking sticks', the students can learn more quickly new characters and words in large numbers. Even if they cannot memorize them at first occurance, they can consult the dictionary with the 'walking sticks'. By repeated consultations of the dictionary they will be able to master them.

3. Students do a lot of reading and exercises in order to sustain what they have learned during the first two processes. The third is the process of consolidation and assimilation which takes longer than the two preceding processes.

For the adoption of this method, it is necessary that firstly teachers have sufficient training, secondly, learning is uninterrupted. Students should be released from their daily work and follow the courses given at school. Thirdly, students concentrate on their studies without external interference, fourthly, a strict system of teaching management is established.

Teaching by integrating reading with dissemination of popular scientific knowledge is the extension and development of 'teaching words frequently used in recording workpoints'. In the countryside, after the establishment of the system of responsibilities for production, peasants have great enthusiasm for learning and applying scientific knowledge. They aspire urgently to integrate the elimination of illiteracy with the dissemination of scientific and technical knowledge, so they can learn both culture and technology which they can put to immediate use in production to increase economic benefits. It is, therefore, advisable to take popular science and technology as contents of teaching materials.

Workers Education

Workers' education in China is a type of adult education taking in-service workers as training targets. Its main function is to provide training for all workers to enhance their quality. On the one hand, it raises their political consciousness and cultural level, and on the other, it helps train a number of technical and managerial specialists who will be professionally competent.

The targets of workers' education are workers, managerial personnel, technical personnel, service personnel of industrial and mining enterprises and other trades as well as staff members of government and non-government bodies.

The task of workers education during the Sixth Five Year Plan period is to provide training for every worker in a planned and systematic way, effectively improving the political consciousness, scientific and cultural knowledge of all workers as well as their occupational and administrative competence, and to cultivate, by means of fixed-term rotational training, a large number of highly qualified professionals and capable people well equipped with knowledge of modern economics, science and technology.

Cadres' Education

Cadres' education is a type of adult education for government employees at various levels. Its basic task is to enhance understanding of cadres of Marxist theory, professional managerial and scientific knowledge and cultural level, to

make them qualified personnel firm on socialism and possessing the necessary professional knowledge.

Cadres' Formal Education has two levels, higher education and secondary education. The former's training objective is to make cadres reach an educational level equal to that of a university or a college. It may take various forms, such as cadres' specialized classes of higher level run by the Party's schools at central, provincial or prefectural levels, cadres' specialized courses organized in full-time institutions of higher learning mandated by the Party Central Committee or departments under the State Council, provinces, autonomous regions and municipalities, or Cadres' Management Institute independently created by concerned departments of the CPCC, the State Council, provinces, autonomous regions and municipalities. The above are all full-time studies. In addition, there are also sparetime universities for workers and staff of government organizations run by the Party, governmental bodies of the central, provincial, autonomous regional and municipal levels. In addition, a great number of cadres participate in correspondence education, broadcasting and television universities.

Secondary education for cadres provides education equal to that of full-time junior and senior secondary schools, or specialized technical schools. Various remedial courses, specialized classes of secondary level, can be organized by the Party's schools or cadres' schools at various levels. Workers' sparetime schools or full-time workers' secondary technical schools also accept cadres in-service to study.

There are also short-term rotating classes for cadres. Training of this type is flexible. Its duration varies from one to three months or three to six months. The contents of the study are comparatively unified. It only requires the trainees' awareness of the basic theory of Marxism, Leninism and Mao Zedong Thought and that of one aspect or a particular issue of the Party's lines, policies and principles to be heightened.

There is also provision for cadres' continuing education. This is intended to refresh their knowledge. The trainees are cadres who have received secondary or higher education and who need to refresh their knowledge structure and to enhance leadership and administrative abilities gained in their work by participating in in-service continuing education.

> The above information about the role of adult education in China was extracted from a very useful booklet prepared by Chinese Adult Educators, entitled **The Glossary of Chinese Adult Education**, 1985, Beijing China. Requests for information about this and other publications should be addressed to The Department of Adult Education of the State Education Commission (see address at end of this section).

Other booklets produced in Chinese and English by the Department include:

> **College-level Correspondence Courses in China**
>
> **A General Survey of Worker-Staff Education in China**
>
> **Peasant Education in China.**

LIST OF ORGANIZATIONS INVOLVED IN THE COORDINATION AND DEVELOPMENT OF ADULT AND NONFORMAL EDUCATION IN ASIA AND THE PACIFIC

Asian South Pacific Bureau of Adult Education,
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[For a list of Sub-Regional Contacts see inside front cover of this Courier.]

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C/- CERID,
Lazimpat, Box 2161,
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Pakistan Association for Adult Education,
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